

Unit 1

Belonging to a Group

In this unit, you will hear people discuss what it means to be part of a group. In Chapter 1, you will hear people talk about families and listen to a lecture about how children learn to behave. In Chapter 2, you will consider some of the ways in which individuals are influenced by groups outside the family. You will hear interviews about how the groups we belong to can affect us, and you will listen to a lecture on culture shock.

Contents

In Unit 1, you will listen to and speak about the following topics.

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Skills

In Unit 1, you will practice the following skills.

| | |
|--|---|
| <p>L Listening Skills</p> <p>Listening for factual information Listening for details Listening for stressed words Listening for specific information Listening for main ideas Listening for tone of voice</p> | <p>S Speaking Skills</p> <p>Sharing your opinion Responding to questions with short answers Asking and answering questions Thinking critically about the topic Personalizing the topic Conducting a survey Studying a syllabus</p> |
| <p>V Vocabulary Skills</p> <p>Reading and thinking about the topic Examining vocabulary in context Guessing vocabulary from context Building background knowledge on the topic</p> | <p>N Note Taking Skills</p> <p>Personalizing the topic Main ideas and supporting details Organizing your notes in columns Organizational phrases Organizing your notes in outline form Copying a lecturer's diagrams and charts</p> |

Learning Outcomes

Prepare and **deliver** an oral presentation on an aspect of group dynamics

Chapter 1

Marriage, Family, and the Home



Look at the photographs of families above and answer the questions with a partner.

1. What do these photographs show? In what way are the families you see similar? How are they different?
2. In your opinion, what are some important functions of a family?

1 Getting Started

In this section, you are going to discuss changes in the structure of families. You will also hear information about the average age people get married in different parts of the world.

1 Reading and thinking about the topic

If you read or think about a topic before you hear it discussed, you will find the discussion much easier to understand.

A Read the following passage:

Over the past century, social changes have dramatically affected the structure of the family. Among these changes are increased industrialization, greater geographical mobility, higher divorce rates, and greater equality for women. Today, in fact, it has become hard to define the word *family*.

Two common family structures in many cultures are the *extended family*, in which many generations live in the same household, and the *nuclear family*, in which two married adults live together with their children. However, both these patterns are now becoming less common.

Today, there are other family structures, such as single-parent families, couples living together without getting married (known as *cohabitation*), divorced couples who remarry, second marriages with children and step-children (known as *blended families*), couples who adopt children, and other different family structures. These structures are becoming more widely accepted. However, although family sizes and structures have changed, the basic functions of a family have remained constant.

B Answer the following questions according to the information in the passage.

1. What changes have affected family structure over the past century?
2. What is meant by the terms *extended family* and *nuclear family*?
3. What are some alternative family structures?

C Read these questions and share your answers with a partner.

1. Have the social changes in the passage affected your own family? If so, how?
2. How would you personally define the word *family*?

2 Sharing your opinion

A Read the list in the left column. It shows some changes that have taken place in the American family during the past century. Work with a partner and fill in the chart with as many positive and negative consequences of these changes as you can. (Some have been done for you.)











| Changes in the American family | Positive consequences | Negative consequences |
|---|---|--|
| 1. Divorce rates in the United States are higher than ever before. | Many people are able to escape from very unhappy relationships. | |
| 2. People are spending much more time at work and less time at home. | | Parents spend less time with their children. |
| 3. Compared to a few decades ago, there are many more families where both parents work. | | |
| 4. More people are living alone than ever before – up to 25% of all U.S. households. | | |
| 5. Almost half the children in the United States spend some time in a single-parent family. | | |

B Share your ideas with your classmates. In your opinion, are these changes in the family structure harmful to society, or not?

3 Listening for factual information

Listening for factual information is an important skill to practice because conversations, interviews, and lectures often include this type of information. Factual information can include names, numbers, and percentages.

A Look at the flags in the chart below and fill in as many names of countries as you can. Then, with a partner, make predictions about the average age men and women get married in these countries. (Some of the information has already been completed for you.)

| | Flag | Country | Average age at which people get married | |
|-----|---|---------------|---|-------|
| | | | Men | Women |
| 1. |  | | 26 | 24 |
| 2. |  | | 24 | |
| 3. |  | South Africa | | |
| 4. |  | | | 23 |
| 5. |  | | | 29 |
| 6. |  | United States | | |
| 7. |  | | | 29 |
| 8. |  | | | |
| 9. |  | | 32 | |
| 10. |  | Spain | | |

B Now listen to the information about the average age people get married around the world. Check your predictions and share your answers with a partner. Did anything surprise you?

2 Real-Life Voices

In this section, you will hear Rickie talk about the reasons families are so important. Then you will hear Charlie, Sheila, and Tina share stories about their families.

BEFORE THE INTERVIEWS

Personalizing the topic **N S**

Thinking about your own experiences and ideas about a topic can help you understand and remember the information that you hear.

A Read the following questions and make notes on your answers.

1. How many people were in your immediate household when you were a child?
Who were they?
2. How often do you see your family, and on what occasions?
3. What important lessons did you learn from your family members?
4. What is one funny, exciting, strange, or sad story you can share about your family?
5. Is there a particular object that you associate with your family?
6. Which family member would you like to know more about, and why?
7. Does your family have special names (nicknames) for different family members?
What are they, and what do they mean?



Families often eat meals together.

B Work with a partner. Share your answers to the questions above.

INTERVIEW 1 Growing Up in a Large Family

1 Examining vocabulary in context **V**

Here are some words and phrases from the interview with Rickie, printed in **bold** and given in the context in which you will hear them. They are followed by definitions.

I come from a pretty big family **by most standards**: *compared to most people*

It's nice to have **home-cooked meals**: *food prepared at home*

Sometimes we fight. But then we usually **make up**: *stop fighting* . . . cousins I **only remotely** remembered: *hardly*


Family **rituals** . . . are great because they remind you of your **roots**: *customs / origins*
. . . basic necessities, like **shelter**, food: *protection, a place to live*
There's . . . a lot of **sibling rivalry** among us: *competition between brothers and sisters*
My sister's kind of **bossy**: *domineering: telling others what to do*
. . . you also learn how to **compromise**: *give and take, cooperate*

2 Listening for details

Listening for details is an important skill to practice because it will help you improve your listening comprehension. To do this close listening, you have to concentrate and try not to miss any part of what a speaker is saying.

A Read the questions below before you listen to the interview with Rickie.

1. How many children were there in Rickie's household?
a. three b. four c. five
2. Why doesn't Rickie live at home right now?
a. He's married. b. He's in college. c. His parents have moved.
3. Does Rickie get along with his siblings?
a. No, not really. b. Yes, usually. c. Yes, always.
4. What family event does Rickie describe?
a. a national holiday b. a birthday c. a wedding
5. Rickie says that family dinners are important because people . . .
a. cook together. b. share their problems. c. plan the next day.
6. When he began living away, Rickie realized that he didn't know how to . . .
a. prepare dinner. b. do the laundry. c. manage his finances.
7. When Rickie had a problem and felt embarrassed about it, what did he do?
a. He talked to his friends. b. He called home. c. He solved it alone.
8. Rickie used to fight with his brother about . . .
a. clothes b. girls c. toys

 **B** Now listen to the interview with Rickie and circle the correct answer to each question in Step A.

C Compare your answers with a partner.

1 Examining vocabulary in context

Here are some words and phrases from the interview with Charlie, Sheila, and Tina, printed in bold and given in the context in which you will hear them. They are followed by definitions.

My father **distracted** my mother: *entertained, kept her from paying attention to something*

My sister and I were **giggling** so much: *laughing in an uncontrolled way*

It took about two days to even **thaw out**: *defrost*

It's **hysterical**: *really funny*

Tell me about a family **keepsake**: *object that belongs to the family*

It's **unique**: *distinctive, different*

Is it **valuable**?: *worth a lot of money*

It'll be like a family **heirloom**: *an object that remains in the family for many years*

He was the **black sheep** of the family: *a family member with a bad reputation*

2 Responding to questions with short answers

Students are often asked to provide short answers to simple questions. These answers show that the listener understands and can communicate the information he or she has heard.

A Read the following questions before you listen to the interviews with Charlie, Sheila, and Tina.

1. Charlie describes a holiday. Which holiday does he talk about, and how does the family intend to celebrate it?

2. Charlie's father realizes that the family has made a big mistake. What is it?

3. Why does the family want to hide the mistake from Charlie's mother?

4. What happens many years later?

5. What does Sheila's statue look like?

6. What are the two reasons Sheila gives for liking this statue?

7. What does Sheila want to do with the statue in the future?

8. Which family member does Tina talk about?

9. Why is it difficult for her to discuss him?



Many families pass down stories, photos, and other objects from one generation to the next.

B Now listen to the interviews. Listen for the information that you need to answer the questions in Step A while you take notes. Then write complete sentences to respond to the questions.

C Compare your answers with a partner. They do not have to be exactly the same.

3 Listening for stressed words **L S**

When speakers want to stress an idea, they often stress a particular word in the sentence by saying it louder or more slowly. Look at these examples:

I **LOVE** my sister. (the speaker stresses the fact that he really cares for his sister)

I love my **SISTER**. (the speaker cares for his sister in particular, but may not care so much for other family members)

A Look at the chart before you listen to excerpts from the interview.

| Excerpts | Which word does the speaker stress? | What does the speaker mean? |
|---|-------------------------------------|---|
| 1. "I'm not living at home anymore, and I really miss everybody." | a. miss b. everybody | c. He is very sad. d. He would like to be with each one of his family members. |
| 2. "Mom always tried to make sure that we sat down and ate together." | a. always b. tried | c. His mom constantly organized family dinners. d. His mom was not successful in her efforts. |
| 3. "We've always had problems cooking the turkey." | a. cooking b. turkey | c. The family had difficulty with the turkey in particular. d. The family had no difficulty preparing the food, just cooking it. |
| 4. "I always wanted to play with the bowl." | a. play b. bowl | c. She wanted to play games. d. The bowl was what interested her, not the other items. |
| 5. "My uncle works in tourism, and I think he travels a lot." | a. think b. lot | c. She knows her uncle travels, and she believes he travels often. d. She's not sure if her uncle travels. |

B Now listen to the excerpts. Circle the correct responses in each column and compare your answers with a partner.

AFTER THE INTERVIEWS

Thinking critically about the topic

Make it a habit to evaluate what other people say and compare it with your own knowledge and experiences.

- A** Are the experiences of Rickie, Charlie, Sheila, and Tina similar to yours, or are they different? Check (✓) the appropriate column. Then explain your answers to a partner.

| Experiences of Rickie, Charlie, Sheila, and Tina | Your Experience | |
|---|--------------------------|--------------------------|
| | Similar | Different |
| Rickie | | |
| Has many siblings | <input type="checkbox"/> | <input type="checkbox"/> |
| Spent important occasions with his extended family | <input type="checkbox"/> | <input type="checkbox"/> |
| Regularly ate dinner with his family | <input type="checkbox"/> | <input type="checkbox"/> |
| Found it hard to begin to live alone | <input type="checkbox"/> | <input type="checkbox"/> |
| Charlie | | |
| Has memories about funny family events | <input type="checkbox"/> | <input type="checkbox"/> |
| Enjoys remembering family secrets | <input type="checkbox"/> | <input type="checkbox"/> |
| Sheila | | |
| Can easily identify one family keepsake | <input type="checkbox"/> | <input type="checkbox"/> |
| Was taught to value her possessions | <input type="checkbox"/> | <input type="checkbox"/> |
| Tina | | |
| Has a family member she hasn't seen for a long time | <input type="checkbox"/> | <input type="checkbox"/> |
| Remembers a conflict in her family | <input type="checkbox"/> | <input type="checkbox"/> |

- B** Work with a partner. Write one question you would like to ask Rickie, Charlie, Sheila, or Tina about their families. Try to imagine how the interviewees might respond. Role-play the questions and answers with your partner.

3 In Your Own Voice

In this section you will practice asking and answering questions about wedding customs. Divide the class into two groups: Group A and Group B. Group A, follow the directions below. Group B, go to the next page and follow the directions there.

Asking and answering questions: Group A

A Read the information about weddings around the world. You will need to tell other students about these facts and customs, so make sure you understand them and can pronounce all the words clearly.

Weddings Around the World

In Russia, couples release white birds into the air just before they get married.

Las Vegas is called the “wedding capital of the world.”

“Blackening” or “blackening the bride,” is a Scottish custom that involves covering the bride, or bride and groom, with sauces and feathers.

According to tradition, couples are supposed to put coins in their shoes before they get married.

In Holland, people often give the gift of flower bulbs to newlyweds.

In Greece, newlyweds eat olives to celebrate their marriage.

B Look at the grid and try to answer the questions. Practice reading the questions aloud.

| | | |
|---|---|---|
| In China, what do couples exchange before they get married? | What do wedding guests sometimes throw at a newly married couple in the United States? | What do women in India sometimes wear on their face to show they are married? |
| In Germany, what do couples break before they get married? | According to American custom, you are supposed to give a bride four things to wear on her wedding day. What are they? | In the United States, women throw their flower bouquets over their head. Why? |

C Now work with a partner from Group B. Take turns asking your partner the questions in the grid, in whatever order you like. (Group B has different questions to ask.) When your partner asks you a question, listen carefully. Then use the information you read in Step A to answer the questions.

Asking and answering questions: Group B

A Read the information about weddings around the world. You will need to tell other students these facts and customs, so make sure you understand them and can pronounce all the words clearly.

Weddings Around the World

In China, couples often exchange red handkerchiefs at their wedding. The handkerchiefs are symbols of a long, happy life together.

When couples get married, the guests often throw confetti (paper), rice, or other food at them. This practice will bring the couples good luck.

In India, brides often wear a bindi (red dot) or red color in their hair to show they are married.

In Germany and other countries, couples often break dishes and plates before the wedding.

According to U.S. custom, you are supposed to give a new bride something old, something new, something borrowed, and something blue.

When American brides throw their bouquets over their heads, unmarried women try to catch them so that they can get married, too.

B Look at the grid and try to answer the questions. Practice reading the questions aloud.

| | | |
|---|---|---|
| In Russia, what do couples do before they get married so that they will have good luck? | Where is the wedding capital of the world? | In Scotland, there is a wedding custom called "blackening." What does it involve? |
| What are couples supposed to put in their shoes before they get married? | What gift is often given to newlyweds in Holland? | In which country do newlyweds eat olives to celebrate their marriage? |

C Now work with a partner from Group A. Take turns asking your partner the questions in the grid, in whatever order you like. (Group A has different questions to ask.) When your partner asks you a question, listen carefully. Then use the information you read in Step A to answer the questions.

4 Academic Listening and Note Taking

In this section, you will hear and take notes on a two-part lecture given by Ms. Beth Handman, an educational consultant. The title of the lecture is “Family Lessons.” Ms. Handman will explain how children learn lessons within a family, no matter what type of family they come from.

BEFORE THE LECTURE

1 Personalizing the topic

A Work with a partner. Read the seven examples of bad behavior in children listed below. Discuss the best and worst ways for parents to react to each of these behaviors. The “best way” means a way that is likely to teach good behavior to the child. The “worst way” is a way that will probably not be successful in teaching good behavior. Make brief notes about your ideas.

1. Sarah, a two-year-old, keeps throwing her food on the floor and cries until her parents pick it up.

Best way to react: _____

Worst way to react: _____

2. David, a five-year-old, is angry and frustrated. He hits his baby sister.

Best way to react: _____

Worst way to react: _____

3. Ronnie, a six-year-old, runs up and down the aisles when his parents take him to the supermarket and screams when they tell him to stop.

Best way to react: _____

Worst way to react: _____

4. Sheila, an 11-year-old, is caught copying a classmate’s test.

Best way to react: _____

Worst way to react: _____

5. Stephen, a 12-year-old, takes money from his father’s wallet.

Best way to react: _____

Worst way to react: _____

6. Tim, a 13-year-old, begins to smoke cigarettes.

Best way to react: _____

Worst way to react: _____

7. Erica, a 15-year-old, refuses to go to bed until 2 a.m.

Best way to react: _____

Worst way to react: _____

B Using your notes, compare your answers with other classmates.

Language for expressing opinions

To state your opinion, use:

I think / I believe / I feel . . .

In my opinion, . . .

To make a recommendation, use:

Parents should / You could / We ought to . . .

Example

A: I think that Sarah wants to get attention. The best thing is to stop paying attention to her when she throws her food on the floor.

B: I disagree with you. Remember, Sarah is only two years old. I think she needs her parents' attention. Ignoring her is the worst way to react.

2 Main ideas and supporting details N L

The first step in listening to a lecture and taking notes is to try to distinguish between the lecturer's main ideas and the supporting details. A supporting detail often consists of:

- an example, such as a story or anecdote
- an academic reference, such as the definition of a term, some statistics, the name of a researcher, or reference to a research study

Speakers may introduce supporting details with the following phrases:

For instance,

X can be defined as . . .

For example,

According to a recent study, . . .

Let me give you an example . . .

It has been estimated that . . .



A Watch or listen. You will hear a few sentences from the lecture about each of the main ideas listed below. Decide whether these supporting details are examples or academic references. Put a check (✓) in the appropriate column.

| Main Ideas | Supporting Details | |
|---|--------------------------|--------------------------|
| | Example | Academic reference |
| 1. Children learn good behavior through rewards. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Another way children learn to behave is through punishments. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Parents can teach children by modeling appropriate behavior. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. "Don't do as I do; do as I tell you" doesn't usually work. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Parents worry about negative lessons. | <input type="checkbox"/> | <input type="checkbox"/> |

B Compare your answers with a partner.

1 Guessing vocabulary from context

When you hear or read words that you do not know, pay attention to the words in the surrounding context. The context can give you clues that will help you understand the new words. Using your knowledge of related words will also help you.

- A** Read the conversation between Dr. P., a child psychologist, and some young parents. Dr. P. is talking about ways to teach children the lessons they need to learn.

Dr. P.: It's very important to be aware of the way we behave around young people because children (a) learn both good and bad behavior from the people around them: they are (b) taught how to behave by everyone they know.

Mother: How can we make sure our children develop good habits?

Dr. P.: Well, another way is to give them rewards. For example, if you want your child to stop biting his nails, you can try giving him cookies or candy when he doesn't bite them. Giving the child a candy is a reward, a kind of (c) "carrot," but I think it works. It's a way to (d) strengthen good behavior. And rewards don't have to be big. Even a smile can help a child behave well, and this is the kind of reward that you probably give (e) even without thinking.

Father: We think children should have (f) responsibilities, but they don't always do what we tell them to do.

Dr. P.: When I grew up, my parents used to (g) hit me if I misbehaved, or even if I (h) spoke impolitely to them. But personally, I don't agree with this approach. I consider it a form of (i) extreme cruelty. Most parents think children need to do what their parents ask, but punishment is a topic that is very (j) difficult for people to agree about.



- B** Work with a partner. Match each of the words in the list with an underlined item in the advice column in Step A. Write the letter on the line. Check your answers in a dictionary if necessary.

- | | |
|------------------------|-------------------------|
| 1. abuse _____ | 6. spank _____ |
| 2. acquire _____ | 7. reinforce _____ |
| 3. bribe _____ | 8. socialized _____ |
| 4. controversial _____ | 9. talked back _____ |
| 5. duties _____ | 10. unconsciously _____ |

2 Organizing your notes in columns

It is critical that you organize your notes in a format that helps you understand and remember the content of a lecture. You do not always have time to do this while you are listening to the lecture. The notes you take during a lecture are rough notes. But good note takers revise their notes as soon as possible after a lecture. You revise by putting your notes in an appropriate format and making any changes necessary to clarify the information.

In this book, you will learn several ways to organize your notes. It is important, however, that you experiment and find ways that work best for you. Organizing your notes in columns is one good way to clearly show the difference between main ideas and supporting details.



A Look at these notes on Part 1 of the lecture. Notice that the main ideas are in the left column and the supporting details are in the column on the right.

Ms. Beth Handman: Family Lessons
Part One: Rewards and Punishments

| <u>Main Ideas</u> | <u>Details</u> |
|--|---|
| 1. Type of family (traditional or nontraditional) is not as important as love and support at home. | <ul style="list-style-type: none">• _____• _____• _____ |
| 2. Three ways children learn social behavior from their families: rewards, punishments, modeling. | <ul style="list-style-type: none">• finish homework – then TV• _____• _____ |
| 3. Children learn good behavior through rewards. | <ul style="list-style-type: none">• _____• _____• _____ |
| 4. Another way children learn to behave is through punishments. | <ul style="list-style-type: none">• _____• _____ |
| 5. Rewards and punishments are controversial. | <ul style="list-style-type: none">• _____• _____• If parents are violent, children may become violent |

 **B** Now watch or listen to Part 1 of the lecture. Take notes on your own paper.

 **C** Use your notes to fill in the missing details in the column on the right.

D Compare the notes you took on your own paper and your completed notes with a partner.

1 Guessing vocabulary from context

A The following items contain important vocabulary from Part 2 of the lecture. Work with a partner. Using the context and your knowledge of related words, take turns guessing the meanings of the words in **bold**.

1. ___ Children's first **role models** are their parents.
2. ___ Parents can **set a good example** for children.
3. ___ There is an old **saying** in English: "Don't do as I do; do as I tell you." But this advice doesn't work most of the time.
4. ___ If you smoke yourself, it is probably **ineffective** to tell a child not to smoke.
5. ___ Many people do not even realize the **impact** that they can have on a child.
6. ___ It is common for babysitters, relatives, and **child-care centers** to take care of children.
7. ___ The most important thing for children is to grow up in an environment where there are fair rules that are clearly established and followed **consistently** by everyone.

B Work with your partner. Match the vocabulary terms with their definitions. Write the letter of each definition next to the sentence containing the correct term in Step A. Check your answers in a dictionary if necessary.

- a. influence
- b. not useful
- c. in the same way all the time
- d. show (others) how to behave
- e. proverb
- f. people who are an example for them to copy
- g. places where professionals take care of young children


2 Organizing your notes in columns

A Look at these notes on Part 2 of the lecture. Notice that the first main idea is number 6 because the last main idea in Part 1 was number 5.

Ms. Beth Handman: Family Lessons
Part Two: Modeling

| <u>Main Ideas</u> | <u>Details</u> |
|--|--|
| 6. Modeling means _____ _____. | |
| 7. _____ | • _____ |
| 8. "Don't do as I do, _____" doesn't work. | • _____ • _____ |
| 9. Modeling is the most important way children learn. | • Children have many models: _____, _____, babysitters, professionals in child-care centers, each other, TV |
| 10. Parents worry about negative lessons | • _____ • _____ |
| 11. Most important thing: _____ _____ _____ | |

 **B** Now watch or listen to Part 2 of the lecture. Take notes on your own paper.

 **C** Use your notes to fill in the missing main ideas and details in the columns.

D Compare the notes you took on your own paper and your completed notes with a partner.

AFTER THE LECTURE

Sharing your opinion

An issue becomes more interesting if you share your own opinion about it. Your ideas will probably be influenced by many factors, including your age, educational experience, and cultural background. It is likely that people with backgrounds different from yours will have different opinions.

- A** Read the list of behavior, skills, and values that children should learn. With a partner, fill in the chart with your ideas. How should children learn these lessons? Who should teach them? At what age should they learn them?

| What children should learn | | How? | Who? | At what age? |
|----------------------------|---|------|------|--------------|
| Good behavior | Avoiding junk food | | | |
| | Saying “please” and “thank you” | | | |
| | Cleaning up after an activity | | | |
| | Other behavior (you choose) _____ | | | |
| Skills | Playing a musical instrument | | | |
| | Reading and writing well | | | |
| | Learning a foreign language | | | |
| | Other important skill (you choose) _____ | | | |
| Values | Responsibility | | | |
| | Self-discipline | | | |
| | Caring for others | | | |
| | Other important value (you choose) _____ | | | |

B As a class, share the results of your discussions about child-care arrangements and the behavior, skills, and values children should learn. Compare your answers. You can use these phrases in your discussion:

I am sure that . . .

I strongly believe that . . .

I am convinced that . . .

I worry that . . .

I am concerned about . . .

The problem is that . . .

The main advantage is that . . .

A disadvantage might be that . . .



Chapter 2

The Power of the Group



Look at the photographs of different groups and answer the questions with a partner.

1. What groups do you see in these photographs? What groups do you belong to?
2. What are the benefits of belonging to a group? What are the disadvantages?

1 Getting Started

In this section, you are going to discuss the groups you belong to and how groups influence behavior. You will also hear two college students discuss group pressure and compare their ideas with your own.

1 Reading and thinking about the topic **V** **S**

A Read the following passage.

As individuals in society, each of us belongs to several different groups. For example, we are members of our own families, we have groups of friends, and we associate with groups at work, at school, and maybe in religious settings. Group membership seems to be a basic human instinct. Each group has its own culture, or set of rules that governs the behavior of people in that group.

In fact, groups often influence the behavior of individuals. We may think that we act alone, but in fact there are always group pressures that influence us to act in certain ways. It is common for *peers* – people of the same age or people in the same situation – to behave in similar ways or to share similar expectations. Peer pressure is especially strong

during adolescence, so parents of teenagers often worry about the influence that friends have on their children.

We also belong to larger groups, like our society or nation. Many sociologists believe that cultures can be divided into *individualist* and *collectivist* models. Individualist cultures place more emphasis on the individual, and people are expected to develop their own opinions and affiliations. In collectivist cultures, on the other hand, people act mostly as members of a group. Wherever we are born and grow up, the groups we belong to influence our opinions about the world, our interactions with others, and the decisions we make.

B Answer the following questions according to the information in the passage.

1. What are some groups that an individual can belong to?
2. What is peer pressure?
3. In what ways does belonging to a group influence our behavior?

C Read these questions and share your answers with a partner.

1. Do you belong to any groups other than the ones mentioned in the passage? Explain.
2. Can you think of a time when group pressure made you act in a certain way? Describe it to your partner.
3. Which do you think your culture emphasizes more – the individual or the group?

2 Sharing your opinion

A Work with a partner and read the quotes below. Look up words you do not understand. Then, in your own words, discuss what you think each quote means.

1. “Snowflakes, leaves, humans, plants, raindrops, stars, molecules, microscopic entities all come in communities. The singular cannot in reality exist.”
Paula Gunn Allen, 1939–2008, Native American poet
2. “Solitary trees grow strong.”
Winston Churchill, 1874–1965, British politician
3. “Talent wins games, but teamwork and intelligence win championships.”
Michael Jordan, 1963–, American basketball star
4. “We cannot live only for ourselves. A thousand fibers connect us with our fellow men.”
Herman Melville, 1819–1891, American novelist
5. “For every one of us that succeeds, it’s because there’s somebody there to show you the way.”
Oprah Winfrey, 1954–, American talk show personality


B Do you think each idea above emphasizes individuals or groups? Discuss with your partner.

3 Listening for specific information

As a student, you will often need to answer questions about specific information that you have heard. Preview the questions before you listen so that you know what information to listen for.

A Read these questions about “group pressure” situations.

1. You have been invited to the wedding of a family member you don't like. Everyone else in your family is going. Would you go to the wedding?
2. Your friends are planning to see a popular movie this weekend and have asked you to go with them. You have read reviews that say it is a really bad movie. Would you go with your friends anyway?
3. All your friends have started to wear a new style of shoes. When you first see the shoes, you think they look ugly. Would you consider buying them anyway?
4. Your parents have been invited to their friend's house in the country for the weekend. They want you to go with them. You are in college and need to study. Would you go away with your parents for the weekend?
5. You are looking for a job, and your mother's friend says she can help. Would you accept her offer?

 **B** Listen to two college students – Rebecca and Jim. What do they say they would do in these situations? Take notes about their answers.

| Situation | Rebecca's response | Jim's response |
|----------------------------------|--------------------|----------------|
| 1. Going to a relative's wedding | | |
| 2. Going to a movie | | |
| 3. Buying new shoes | | |
| 4. Going away for the weekend | | |
| 5. Finding a job | | |

C Compare your answers in a small group. Do any of Rebecca's or Jim's reasons for their answers surprise you? Discuss what you would do in these situations.

2 Real-Life Voices

In this section, you will hear two people discuss group membership and group pressure. First, you will hear Henry, the father of two adolescent boys, talk about peer pressure. Then you will hear Grace discuss expressions related to group membership.

BEFORE THE INTERVIEWS

Sharing your opinion

A Work with a partner and read the comments, made by adolescents, below. How do you think their parents should respond, and why? Write some possible responses below each comment.

1. Girl, 12: All my friends are getting tattoos, and I want to get one, too. I was thinking of getting a big dragon on my back.

2. Boy, 13: I'm going to get my ear pierced. Just the left one. I think that looks really cool.

3. Girl, 14: My friend showed me a hair dye that you can use yourself, and I'm thinking of getting some. I'm not sure whether to choose blue or orange.

4. Boy, 15: Look, I'll get to my homework later. I just want to check out this video game for a while.

5. Girl, 16: I'm not that hungry, so I don't need dinner. I'll just be in my room talking online. I'll get something to eat later.

6. Boy, 17: Don't wait up for me tonight. I know it's only Tuesday, but I'm going out tonight, and I won't be home until about midnight.

B Read the conversations between teenage children and their family members below. Match each bold expression with its meaning. Write the number below.

1. Son: I have to go to soccer practice later on, but I'm feeling upset because I feel like I never get to kick the ball.

Dad: Well, soccer is a team game, and the point is to try to support each other. Just remember, **there's no "I" in team!**

2. Daughter: I'm going to get my hair cut really short. I saw a woman actor with that hairstyle on TV, and it looks really great on some of my friends at school. What do you think?

Dad: Well, think carefully before you do that. Just because **everyone else is jumping on the bandwagon**, it doesn't mean that you have to.

3. Son: I might do my homework at my friend's house this evening. We work well together.
 Mother: That's fine. I think you should be working together. You know what they say: **Two heads are better than one!**
4. Daughter: I'm feeling stressed about my college application.
 Father: Try not to worry too much. How are your friends handling their applications? After all, **you're all in the same boat.**
5. Grandson: I'm not sure what to wear at my school event this weekend.
 Grandfather: Well, just **go along with the crowd.** What are other people wearing?
6. Niece: My friend just installed some software on her computer, and now it's crashed. I told her not to do that.
 Aunt: Well, you have to let people make their own mistakes. **Don't be a backseat driver.**
- a. ___ Do what everyone else is doing.
 b. ___ People are doing the same thing, following the crowd.
 c. ___ Working in pairs is more successful than working alone.
 d. ___ It is important to work together and cooperate with others.
 e. ___ Don't try to control other people.
 f. ___ You are in the same situation.

INTERVIEW 1 Living with Teenagers

1 Examining vocabulary in context V

Here are some words and phrases from the interview with Henry, printed in **bold** and given in the context in which you will hear them. They are followed by definitions.

Adolescence is the time when the pressure begins to **shift**: *move or change*

... **comes into full bloom** at about 13, 14: *becomes fully developed*

You can tell **at a glance**: *with a quick look*

... with the hope that the **fad** would have passed: *a new fashion that is suddenly popular*

Should you be trying to **monitor it**?: *watch it carefully*

Where you **draw the line**: *place a limit on what is permitted*

Parents always worry that their kids will get **bullied**: *intimidated, frightened by others*

Kids ... join **cliques**: *groups of friends with shared interests*

They are real **copycats**, and they tend to listen to the same thing: *people who copy others' behavior*



Group pressure can strongly affect adolescents.

2 Listening for main ideas **L** **S**

Informal interviews and conversations are usually less organized than lectures and presentations. So, when you want to understand the main ideas, you have to think back over the whole interview or conversation and try to figure out what the people were trying to express.

A In this interview, Henry gives advice about how to deal with teenage children. Before you listen, read the following advice that is commonly given to parents on this subject.

Advice to Parents on How to Deal with Teenage Children

1. ___ Be a good role model. Show them how to behave well by behaving well yourself.
2. ___ Let them make their own decisions about fashion when they are ready.
3. ___ Monitor their behavior.
4. ___ Give them freedom to experiment and have fun, as long as their behavior is safe and legal.
5. ___ Discuss everything with your children.
6. ___ Set clear limits. Be clear about what they can and cannot do.
7. ___ Listen to the way you talk to them. Avoid the annoying language that your own parents used with you.
8. ___ Leave your children alone. Trust that they will ask you for advice if and when they need it.
9. ___ Make sure you know who your children's friends are.

B Now listen. Check (✓) the main ideas from the list above that Henry discusses.

C Discuss the following questions with a partner.

1. Do you agree with Henry's advice?
2. What do you think Henry's sons think about his approach?
3. Did your parents or family members act in a similar way to Henry when you were growing up? How?



Many cultures emphasize the identity of the group.

1 Examining vocabulary in context

Here are some words and phrases from the interview with Grace, printed in **bold** and given in the context in which you will hear them. They are followed by definitions.

I immigrated as a **graduate student**: *student studying for an advanced degree, like an MA*
 . . . there's more **emphasis** on doing what the family thinks: *stress, focus on the importance of*

I'm a **linguist**: *a person specializing in languages*

I learned the proverb "**Birds of a feather flock together**": *people who are similar do similar things together*


You tend to **hang out with** people who are like you: *spend time with*

That expression deals with **conformity**: *acting in the same way as other people*


They flocked to the concert in droves: *large numbers of people went to the concert*

The expression **implies** that you should not copy other people: *suggests*

2 Listening for specific information

 **A** Read the questions below. Then listen to the interview with Grace. Answer as many questions as you can. Compare your answers with a partner.

1. Where is Grace originally from?
 - a. China
 - b. Japan
2. How long has Grace been living in the United States?
 - a. for nearly 12 years
 - b. for over 20 years
3. What are two topics that Grace disagrees with Henry about?
 - a. clothes and music
 - b. hairstyles and computers
4. Grace is interested in an idiom about a number. Which number is it?
 - a. one
 - b. ten
5. Grace thinks the expression about sheep shows that
 - a. people don't think for themselves.
 - b. people admire strong leaders.
6. Which animals travel in "droves"?
 - a. cats and dogs
 - b. cows and horses
7. The Japanese expression that Grace discusses means that
 - a. you should try to be different from other people.
 - b. you should try to be similar to other people.

 **B** Now listen to the interview again. Check your answers and correct the ones that you got wrong.

3 Listening for tone of voice **L S**

- A** Listen again to excerpts from the interviews. Check (✓) the column that describes the speaker's tone.

| | The speaker is serious. | The speaker is joking. |
|---|-------------------------|------------------------|
| 1. Henry is discussing fashion choices. | | |
| 2. Henry is discussing a fad. | | |
| 3. Henry is discussing his attitude. | | |
| 4. Grace is discussing her culture. | | |
| 5. Grace is discussing an expression. | | |

- B** With a partner, compare your responses.

AFTER THE INTERVIEWS

Personalizing the topic **S**

Discuss the following questions with a partner. Give as much information as you can. Then share your ideas with the class.

When you were an adolescent:

1. Did your family try to influence the clothes you wore?
2. Did you ever have friends that your family did not like?
3. What time did you have to be home in the evening?
4. Were you allowed to date?
5. Did you spend a lot of time alone?
6. Did your family have strict rules about what you couldn't do?
7. Did your family worry about cliques or bullies?
8. Were you encouraged to follow others' examples or to think for yourself?
9. Were your parents' rules different from the rules of your friends' parents?

3 In Your Own Voice

In this section, you will discuss some ways that ideas spread among groups. Then you will conduct a short survey to find out what other people think about recent trends and share your findings with the class.

1 Thinking critically about the topic

A Read the following passage.

Many writers are interested in the actions of groups of people. In his book, *The Tipping Point*, best-selling author Malcolm Gladwell explains how he thinks successful ideas, behaviors, and products spread. One of his main points is that three basic types of people are responsible for spreading any particular trend. Together, these people play an important role in how the rest of us think and act.

- Person A is the kind of person who connects other people together.
- Person B is the specialist who provides other people with new information.
- Person C is the kind of person who makes others believe his or her message.

B With a small group, answer the questions below.

1. Have you read *The Tipping Point*? If not, would you like to?
2. Do you know people like Gladwell's A, B, and C? For example, do you have any friends who seem to know everyone? Do you know someone who always seems to be aware of the latest news or trends? Do you know anyone who is very good at making others agree with him or her? Tell your partners about these people.
3. Give an example of an idea, political movement, habit, fashion, book, movie, or something else that seems to have suddenly become popular. How do you explain this popularity?

2 Conducting a survey

Collecting ideas from your friends and other people that you know can make it really interesting to discuss a topic. Conducting your own survey may give you ideas that you had not thought of before.

A Fads usually become popular very suddenly and then go away suddenly, too. Interview three people outside your class about recent fads. Try to find people of different ages and backgrounds. Here is a way to start the interview:

Hi. I'm doing a survey for my English class about fads. Could you spare me a few minutes? This shouldn't take very long. If you don't mind, I'll take notes as you speak so that I can remember everything you say.

Can you tell me about a fashion item that is particularly popular these days?

And what about a food or drink item that is particularly popular at the moment?

B Take brief notes on what the people say as you interview them. Write your notes in this chart. Also write down the sex and approximate age of each person you interview in case this becomes important.

| Survey About Fads | | | |
|---|----------|----------|----------|
| | Person 1 | Person 2 | Person 3 |
| Sex: | | | |
| Age: | | | |
| Items That Are Particularly Popular at the Moment | | | |
| A fashion item: | | | |
| A food or drink: | | | |
| A game or sport: | | | |
| A musician or entertainer: | | | |
| A book, movie, or TV show: | | | |
| A Web site or YouTube video: | | | |

C Now share your findings about recent fads with a small group or with the class. Discuss why you believe these fads exist and how long they will last. Can Gladwell's list of three important people help you understand the popularity of these fads?

4 Academic Listening and Note Taking

In this section, you will hear and take notes on a two-part lecture given by Iván Zatz, a professor of social sciences and cross-cultural studies. The lecture title is “Culture Shock: Group Pressure in Action.” Professor Zatz will explain why and how culture shock occurs.

BEFORE THE LECTURE

1 Building background knowledge on the topic

When you attend a lecture, you almost always know what the topic will be. It is a good idea to do some background reading on the topic first so that you can become familiar with some of the terms and ideas that are likely to be discussed by the lecturer.

A Before you hear the lecture on culture shock, it will be helpful to think about the concept of *culture*. Read the following passage about culture.

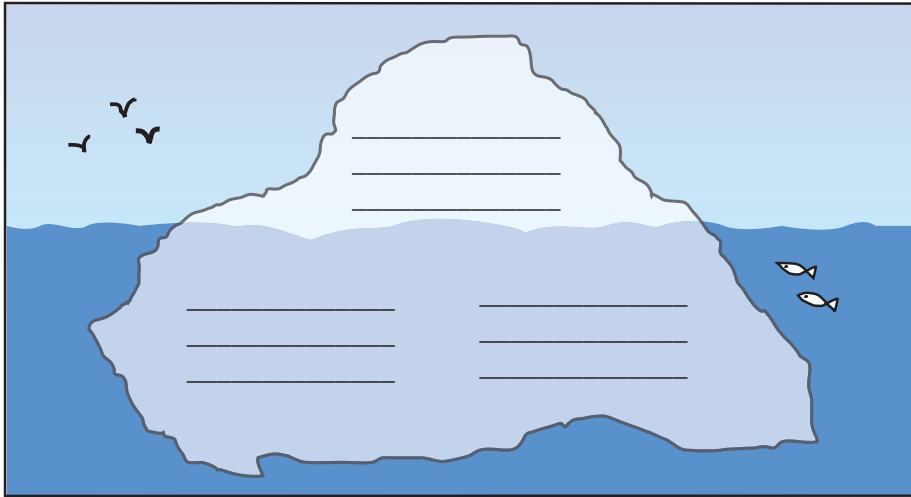
Culture has been defined as “everything humans are socialized to do, think, use, and make.” In 1966, Edward Hall compared the nature of culture to an iceberg. You can see part of an iceberg, but most of the iceberg is below the water and cannot be seen. Similarly, most aspects of culture are not visible. These invisible aspects are things that we are familiar with but don’t usually think about or question.

An example of an aspect of culture that is visible – one that is *above* the water level – would be the type of jobs that people have. In other words, the types of jobs may differ from culture to culture, and this is a subject that people commonly discuss. An example of an invisible cultural aspect – one that is *below* the water level – would be ways of being polite or impolite. Everyone in a society knows what behavior is polite or impolite, but they don’t often think about it consciously or question it.

B Read the list of aspects of culture. For each aspect, decide if it would be above or below the water level of the cultural iceberg and write it on an appropriate line in the illustration on page 33.

- ways of showing emotion
- our ideas about what looks fashionable
- the ways older and younger people should behave
- the amount of physical distance we leave between ourselves and others when we have a conversation
- names of popular musicians
- our ideas about what looks beautiful
- the kind of food that is sold in supermarkets
- how late we can arrive at an appointment without being rude

ABOVE the water level: cultural aspects that are easy to identify and discuss
BELOW the water level: cultural aspects that are commonly understood but are not usually questioned



C Compare your ideas in a small group. Then, with your group, add other items that you think should go above and below the water level.

2 Studying a syllabus

Many professors hand out a syllabus that includes a brief description of each of the lectures for the course. If you study the syllabus before a lecture and think about the possible content of the lecture you are going to hear, it will make the lecture easier to follow.

A Read the following description from Professor Zatz's syllabus.

Week 6: Culture Shock – Group Pressure in Action

- Definition of culture shock
- Stages of culture shock
- Reasons for culture shock
- Practical applications of research

B Work with a partner. Look up the definition of *culture shock* in a dictionary and copy it down.

C Discuss the following questions with your partner.

1. Why do you think people experience culture shock?
2. How do you think people who have culture shock feel?
3. Do you think that culture shock can be avoided? How?

D Compare your answers with the class.

3 Organizational phrases


Good lecturers make it easy to understand and take notes on their lectures by using organizational phrases. These phrases may appear in the introduction, the body of the lecture, or the conclusion. You need to listen carefully for these phrases because they will show you the way the lecture is organized and when the main ideas are going to be introduced. Here are some examples of typical phrases:

| | |
|-----------------------------------|--|
| In the introduction | Today, I'm going to talk about . . . First, I will . . . Then I'm going to . . . Finally, I will . . . |
| In the body of the lecture | So, first, let's look at . . . Now let's move on to my second topic, which is . . . Finally, I want you to consider . . . |
| In the conclusion | Let me summarize for you . . . So, the three main points that we have examined today are . . . |

A The organizational phrases below are from the lecture. Work out the order in which you think they will appear. Write *1* next to the phrase that you think will come first in the lecture, *2* next to the second phrase, and so on.

- a. ___ Now let's turn to . . .
- b. ___ I'm going to focus on three main ideas in this lecture . . .
- c. ___ Secondly, I will describe . . .
- d. ___ The subject of today's lecture is . . .
- e. ___ To conclude, let's look at . . .
- f. ___ First of all, we will consider . . .
- g. ___ Finally, I'll mention . . .
- h. ___ First, then, . . .

B Compare your answers with a partner.

 **C** Now, listen to these phrases in the order that they actually appear in the lecture and note which comes first, second, third, and so on. Write the letter in the correct blank below.

1. ___ 2. ___ 3. ___ 4. ___ 5. ___ 6. ___ 7. ___ 8. ___

1 Guessing vocabulary from context

Work with a partner. The column on the left contains important vocabulary from Part 1 of the lecture. Using the context and your knowledge of related words, complete the blanks in the chart with the vocabulary words. The first one has been done for you.

| | | | |
|------------------|--|--|---|
| 1. articulated | a. People are often influenced by the environment around them, or their _____ . | b. The lecturer discussed culture shock. He <u>articulated</u> his ideas clearly. | c. The way our peers behave and think has a(n) _____ impact on our own behavior. |
| 2. complex | d. When people move to a different country, everything changes. This experience can be very _____ . | e. Societies are not easy to understand. They are very _____ . | f. He did not really think about what he was doing. He acted _____ . |
| 3. govern | | | |
| 4. immense | | | |
| 5. irrationally | | | |
| 6. manifestation | | | |
| 7. phenomenon | | | |
| 8. stressful | | | |
| 9. surroundings | | | |
| | | | |

2 Organizing your notes in outline form

An outline is a traditional format for organizing notes in English-speaking countries. In a formal outline, main points are usually indicated as Roman numerals (I, II, III, etc.). Under each main point there are usually supporting points – or details – that are indicated as capital letters (A B, C, etc.). Underneath these are Arabic numerals (1, 2, 3, etc.).

Remember that you may not be able to organize your notes in the best way while you are listening to a lecture. But you should revise your notes as soon after the lecture as possible.

A Look at the outline of Part 1 of the lecture. Think about what kind of information you might need to complete the outline.

Professor Ivan Zatz
Culture Shock – Group Pressure in Action

I. Definition of culture shock = _____

II. 3 main ideas

A. _____

B. _____

C. Applications of culture-shock research

III. Reasons for culture shock

A. one set of rules growing up – not often articulated

B. other countries – _____

C. can't use your own _____

1. people act _____

2. people feel _____

 **B** Now watch or listen to Part 1 of the lecture. Take notes on your own paper.

 **C** Use your notes to complete the outline in Step A.

D Compare the notes you took and your completed outline for Step A with a partner.

LECTURE PART 2 Stages of Culture Shock

1 Guessing vocabulary from context

A The following items contain important vocabulary from Part 2 of the lecture. Work with a partner. Using the context and your knowledge of related words, take turns guessing the meanings of the words in **bold**.

1. ___ If you were to **depict** it on paper, you might draw a “wave” shape.
2. ___ People do not usually react with fear. Surprisingly, there is often a feeling of **euphoria**.
3. ___ You are **on your guard** because of the strangeness of the situation.
4. ___ Differences are likely to seem exciting rather than **threatening**.
5. ___ They might never **recapture** the honeymoon period.
6. ___ Many societies have recent **immigrants**, sometimes in large numbers.
7. ___ Cultural differences can . . . lead to **tense** relationships.
8. ___ They can lead to tense relationships between different **ethnic** groups.
9. ___ Different cultures have to live in close **contact** with each other.

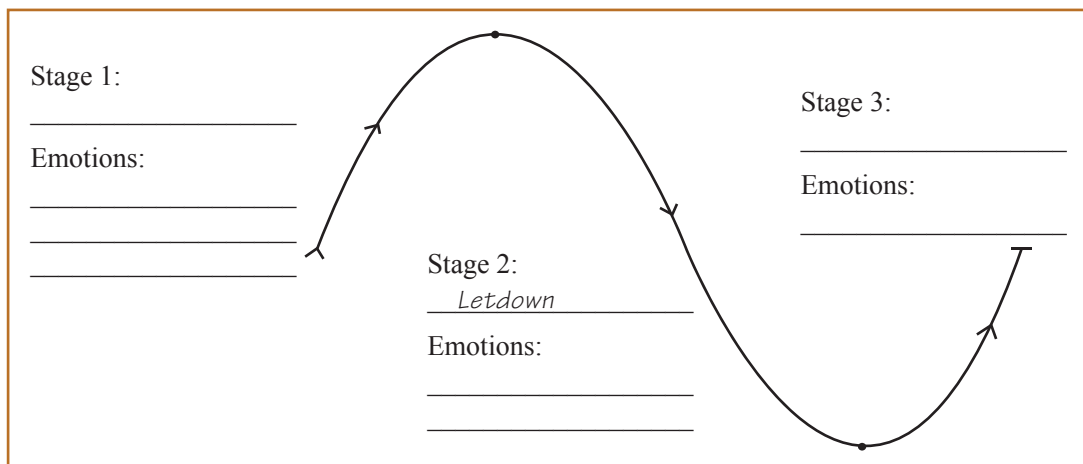
B Work with your partner. Match the vocabulary terms with their definitions. Write the letter of each definition next to the sentence or phrase containing the correct term in Step A. Check your answers in a dictionary if necessary.

- | | |
|----------------------------|---|
| a. watching for any danger | f. stressful; not calm |
| b. connection; association | g. dangerous |
| c. get back | h. intense happiness |
| d. make a picture of | i. people who go to live in another country |
| e. cultural or racial | |

2 Using a lecturer's diagrams and charts N L S

Lecturers often use diagrams or charts during a lecture. You can add extra information from the lecture to the diagram or chart as the lecturer speaks.

A Look at a diagram depicting the information Professor Zatz mentioned in Part 2 of the lecture. This diagram represents the “wave” that shows the different stages of culture shock. Notice that the lecturer numbered the stages 1, 2, and 3.



B As you watch or listen to Part 2 of the lecture, take notes on your own paper. Then use your notes to fill in the diagram with the names of the different stages of culture shock (in the left column) and the different emotions for each stage (in the right column).

Stages of culture shock

Letdown (becoming disappointed because something is not as good as you expected)

Honeymoon (feeling wonderful, like people who take a “honeymoon” trip after they get married)

Resignation (becoming accustomed to a new situation, even if it is difficult)

Emotions of culture shock

adjustment

loneliness

euphoria

excitement

confusion

enthusiasm

C Compare your diagram with a partner.

D Practice giving an oral summary of the three stages of culture shock with your partner.

AFTER THE LECTURE

Sharing your opinion **S**

A Work in a small group. Read the list of behaviors below. Discuss whether these behaviors are acceptable in your community. Why or why not?

1. Kissing your friends two or three times on alternating cheeks when you greet them
2. Holding hands with a person of the same sex when you walk in the street
3. Eating or drinking in the street
4. Pointing at someone with your forefinger
5. Crossing your legs in public

B Work with a partner and look at the pairs of pictures. In your own words, explain why some people might choose one word or the other to describe each picture. Which word would you use for each picture? Why?



work or play?



pleasure or pain?



relaxing or risky?

Unit 1 Academic Vocabulary Review

This section reviews the vocabulary from Chapters 1 and 2. Some of the words that you needed to learn to understand the content of this unit are specific to its topics. Other words are more general. They appear across different academic fields and are extremely useful for all students to know. For a complete list of all the Academic Word List words in this book, see the Appendix on pages 181–182.

A Read the sentences and fill in the blanks with a form of the word.

1. acquire (v), acquired (adj):

We know that children _____ some behavior from their family members. Honesty and discipline, for example, are _____ values.

2. alternative (adj), alternatively (adv):

Single-gender education and coeducation are two _____ models of education. _____, children may even do *homeschooling*.

3. benefits (n), beneficial (adj):

Families provide many _____ to their members. For example, eating with other members of the family is very _____ for children.

4. clarify (v), clarified (v), clarification (n):

When I was in my early twenties, my father _____ my problems with me. This _____ was very helpful. Families often help children _____ their goals.

5. concentrate (v), concentration (n):

My son's teacher says if he develops his _____, he will do much better in school. I always tell him to _____ on what he's doing, too.

6. conflict (n), conflicting (adj):

When there is a _____ between children and their parents, most experts say that the two parents should not give _____ opinions. That does not help the situation.

7. conform (v), conforming (n): _____ to group behavior is not always a good idea. It's important to use your own judgment, even when there is pressure to _____.

8. consequence (n), consequently (adv):

People are influenced by others around them. As a _____, they tend to follow the behavior of the group. _____, when in a new culture, they often feel like "a fish out of water."

9. controversy (n), controversial (adj):

There is always a lot of _____ about the best way to bring up children. Education, teaching values, and dealing with peer pressure are all _____ topics.

10. cooperates (v), cooperation (n), cooperative (adj):

My daughter _____ well with her peers and her siblings. Being _____ is one of the most important things I've tried to teach her. _____ is a key to success.

11. distinctions (n), distinct (adj):

Every country has _____ customs, values, and beliefs, but sometimes the _____ between them are small.

12. emphasized (v), emphatic (adj):

The lecturer was very _____ when he spoke about cultural differences. I was surprised that he _____ them so much.

13. generation (n), generational (adj):

There are _____ differences, but I think that everyone is affected by his or her peers. In my opinion, the older _____ is also affected by peer pressure.

14. interact (v), interactive (adj):

My friend's daughter likes playing _____ computer games, but I think she should _____ more with other children.

15. react (v), reaction (n):

Why were you surprised when the lecturer mentioned culture shock? I never saw you _____ that way before! I was actually shocked when I saw your _____ .

B Use the academic vocabulary from A above to answer the following questions in pairs or as a class.

Families

1. How and why are families changing?
2. What are some cultural differences related to marriage?
3. What important functions do families play?

Ways of socializing children

4. What are some common ways that parents use to teach children?
5. What are some examples of each method?
6. Why does this issue have so much importance?

Peer pressure

7. What are some examples of peer pressure among adolescents, and how can parents approach it?
8. How can group pressure vary from one community to another?
9. What are some common expressions that relate to groups and individuals?

Culture shock

10. What is culture shock, and why does it occur?
11. What are the stages of culture shock?
12. Why is it important to learn about cultural differences?

Oral Presentation

In academic courses, you will sometimes give oral presentations to a small group about a topic you have researched. Here are some guidelines to keep in mind.

BEFORE THE PRESENTATION

1 Choose a topic

There have been many experiments on group dynamics. Choose one of the following topics that you think will be of interest to your classmates.

1. The **Asch conformity experiments**, in which participants were asked to look at some lines
2. The **Milgram experiment** on people's response to authority figures
3. The phenomenon known as "**six degrees of separation**," which examines social networks
4. The **Robbers Cave experiment**, which studied ways to promote understanding between groups



The ripple effect in water.

5. The **ripple effect**, the **domino effect**, and the **butterfly effect**. These expressions are often used to discuss trends and group behavior.

2 Organize your presentation

1. Research your topic in a library or online. Check at least three different Web sites or texts. Be prepared to answer the following questions:
 - When did the experiment take place?
 - Who was involved?
 - What did the researcher(s) do?
 - What did the study show?
2. Plan what you want to say, but do not write it out and memorize it. Instead, make notes on index cards. Plan to speak for no more than 5 minutes.
3. Organize your notes carefully so that you present your ideas clearly. Introduce your topic as soon as you begin speaking.

Example:

I'm going to tell you about . . . First, I'll give you some details about the experiment: who was involved, where it took place. I'll tell you what the researchers did. Then I'll explain what the study showed. OK, so the experiment was called . . .

4. Consider preparing a visual aid, such as a photograph or chart, to help bring your presentation alive.

DURING THE PRESENTATION

1. Speak as clearly as possible. Remember that you are presenting information that other people probably do not know.
2. Take time to define new words, write proper names on the board, and frequently ask your audience if they understand you or have questions.
3. Consider making a handout with key dates or names. This might make it easier for your audience to follow your presentation.

AFTER THE PRESENTATION

Checking for comprehension

Ask your classmates if they have any questions or comments. Be prepared to give more details on any part of your presentation. Here are some expressions you can use:

Do you have any questions about my presentation?
Can I explain anything in more detail?
Did you understand everything I said?
What do you think about . . . ?
Do you have any comments?

